Impact of Scholarship of Teaching and Learning

Shailey Minocha
Faculty of STEM
Twitter: @ShaileyMinocha
24 February 2023 (On Microsoft Teams™)

How to cite this presentation: Minocha, S. (2023). Impact of Scholarship of Teaching and Learning, Knowledge Exchange and Impact Community of Practice event, The Faculty of Business and Law, The Open University, Milton Keynes, UK.

The content is shared under Creative Commons licence: Attribution-NonCommercial-ShareAlike 4.0 International (CC BY-NC-SA 4.0, https://creativecommons.org/licenses/by-nc-sa/4.0/)
Five stories of Scholarship projects

Carol
Richard
Andrew
Rachel
Laura
Definition

The Scholarship of Teaching and Learning or ‘SoTL’ is defined as a systematic and ethically reasoned investigation of aspects of teaching and student learning by applying disciplinary knowledge, resulting in reflections and outcomes that are publicly shared for peer-review.

‘Scholarship of Teaching and Learning’ in ‘Scholarship of Teaching and Learning in STEM’, Badged Open Course (BOC), The Open University, https://www.open.edu/openlearn/mod/oucontent/view.php?id=109160&section=1
Why engage with SoTL?

*Shulman (2002, p. vii)* refers to SoTL as ‘a concept of moral action, aimed at cultural change’ and a ‘pedagogical imperative’:

“…an educator can teach with integrity only if an effort is made to examine the impact of his or her work on the students. The “pedagogical imperative” includes the obligation to inquire into the consequences of one’s work with students. This is an obligation that devolves on individual faculty members, on programs, on institutions, and even on disciplinary communities.”
Impact of research

Research impact is defined as demonstrable and/or perceptible benefits to individuals, groups, organisations and society (including human and non-human entities in the present and future) that are causally linked (necessarily or sufficiently) to research (Reed et al., 2021).

UK's Research Excellence Framework (REF) defines impact as ‘an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia.’
Impact of SoTL

The impact of a SoTL inquiry implies *demonstrable benefits to learning and teaching* that are directly attributable to that project.

Impact of SoTL answers the question: what has changed because of this SoTL inquiry? What new insights will other educators gain from this SoTL inquiry? How can the institution put the outcomes of the inquiry into use? What are the current or emerging debates in HE does this inquiry contribute to?
Examples of impact

Trevor
Nicole
Derek
Fiona
Impact Evaluation Framework (IEF) for SoTL

12 facets of IEF for SoTL are divided into four categories

1. Learning and Teaching
2. Transfer to others
3. Stakeholder benefits
4. Cultural and economic benefits
Six principles of SoTL

- Inquiry focused on student learning and engagement
- Conducted in partnership with students
- Grounded in one or more contexts
- Appropriately public for evaluation and uptake by peers
- Rigorous and methodologically sound research design
- Reflection, critical reflection and reflexivity
Identifying stakeholders

<table>
<thead>
<tr>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participatory role</td>
</tr>
<tr>
<td>Advisory role</td>
</tr>
<tr>
<td>Advocates</td>
</tr>
<tr>
<td>Communications role</td>
</tr>
<tr>
<td>Amplifiers</td>
</tr>
<tr>
<td>Beneficiaries</td>
</tr>
<tr>
<td>Obstructors</td>
</tr>
</tbody>
</table>
4M framework

- **Mega:**
  - disciplinary / national level

- **Macro:**
  - institutional level

- **Meso:**
  - departmental level

- **Micro:**
  - individual/researcher level
Strategies for planning and generating impact

• Connecting to the aim of the SoTL project
• Communicating the context of the SoTL project and the impact
• Aligning SoTL with the strategic priorities of the institution
• Sharing findings of SoTL strategically
• Receiving the questioning of the findings with an open mind
• Using social media to create community and connection
• Keeping a record of the evidence of impact
Challenges to generating and sustaining impact of SoTL

• Time-constraints
• Lack of continuity of funding or resources
• Change in situation
• Delay in dissemination
• Not being able to operationalise the outcomes or recommendations
• Not being able to effect change
Values of a SoTL practitioner (for impact)

Acknowledgement: Dr. Trevor Collins, Faculty of STEM, The Open University
References


Resources


Rise in academic staff employed on teaching-only contracts, https://www.researchprofessional.com/0/rr/news/uk/universities/2023/1/Rise-in-academic-staff-employed-on-teaching-only-contracts.html (requires registration)
